

Special Education Coding Criteria, 2019/20

Early Childhood Services to Grade 12

Mild/Moderate; Gifted and Talented; and Severe

Alberta Education, Government of Alberta

February 2019

Special Education Coding Criteria, 2019/20

ISBN 978-1-4601-4270-7 (pdf online)

ISSN 2368-3627

As part of the Government of Alberta's commitment to open government, this publication is posted to and permanently retained in the Open Government Portal at <https://open.alberta.ca/publications/2368-3627>.

This document is intended for:

Teachers	✓
Administrators	✓

Copyright © 2019 the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, Learner Services Branch, 8th Floor, 10044 – 108 Street N.W., Edmonton, AB, T5J 5E6. Permission is given by the copyright owner to reproduce this document for educational purposes and on a non-profit basis.

Table of Contents

Introduction	4
Assessment	4
Mild/Moderate/Gifted and Talented (ECS to Grade 12)	6
Revised Intellectual Disability (Mild).....	6
Revised Intellectual Disability (Moderate).....	6
Emotional/Behavioural Disability	7
Learning Disability.....	7
Hearing Disability	8
Visual Disability.....	8
Communication Disorder/Delay	9
Clarification Communication Disability/Disorder.....	9
Physical or Medical Disability	9
Multiple Disability	9
Gifted and Talented.....	10
Severe (ECS to Grade 12)	10
Revised Intellectual Disability (Severe)	10
Severe Emotional/Behavioural Disability	11
Severe Multiple Disability	12
Severe Physical or Medical Disability	12
Deafness.....	13
Blindness	13
Severe Delay Involving Language.....	14

Introduction

The [Ministerial Order on Student Learning](#) (#001/2013) provides an overview of the goals, expectations and outcomes for children and students in Early Childhood Services (ECS) to Grade 12. This framework supports school authorities in determining the amount of additional support required to ensure children and students are successful. All educational programming provided to children and students must be designed and delivered based on the programs of study.

The *Special Education Coding Criteria, 2019/20* outlines criteria within specific categories to assist teachers and administrators in school authorities to identify those ECS children and Grades 1 – 12 students who require additional supports in their educational program. Each category is given a code for the purpose of reporting special education data to Alberta Education. The need for additional supports may be determined at any time during the school year.

It is the responsibility of school authority staff to assign a special education code to a child's/student's registration in Provincial Approach to Student Information (PASI). If assigning more than one special education code, one of the codes must be code 80 (Gifted and Talented). School authorities should work with their PASI administrator to ensure codes are reported accurately in PASI.

Schools must have the documentation to support the assignment of a special education code. This includes a diagnosis of a disability or disorder by a qualified professional. In addition to this diagnosis, it is essential to have a clear indication of how the disability/disorder impacts the ECS child's and Grade 1 – 12 student's participation and learning in an educational environment.

The *Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition* (DSM-5) has been considered in the updates to the *Special Education Coding Criteria, 2019/20*; however, the *Special Education Coding Criteria* is not intended to provide diagnostic criteria for clinicians.

Assessment

The following information is designed to offer guidance to school authorities regarding Alberta Education's expectations for assessment practices.

A **qualified professional** is an individual who has expertise and training in conducting specialized assessments and providing interpretive reports of the results. The individual is also in good standing with his/her professional association. Psychologists, psychiatrists, audiologists, occupational therapists and speech language pathologists are some of the qualified professionals who provide assessments and interpretive reports for school authorities.

A **specialized assessment** means individualized measurement across a variety of domains that will contribute to a diagnosis and assist with the development and implementation of an Individualized Program Plan for children and students. Specialized assessments may include administration of tests of intellectual abilities, speech and language abilities, academic performance, emotional and behavioural development and physical development of a child or student. Specialized assessment typically results in a written, interpretative report.

A **functional assessment** includes both formal (objective data such as a standardized checklist) and anecdotal and/or direct observations. The assessment report should provide information about the impact the diagnosis has on the ECS child's/student's functioning in the educational environment in areas such as:

- social interaction;
- communication;
- behaviour;
- skills for daily living;
- safety; and
- other learning considerations.

NOTE: Results from screening tools or screening instruments are not sufficient to diagnose an ECS child or a Grade 1 – 12 student with a disability/disorder, or delay in language for ECS children only, or to determine giftedness.

For additional information please refer to the following resources:

- [*Standards for the Provision of Early Childhood Special Education \(2006\)*](#);
- [*Standards for Special Education, Amended June 2004*](#);
- [*Requirements for Special Education in Accredited Funded Private Schools \(2006\)*](#);
- [*Handbook for the Identification and Review of Students with Severe Disabilities*](#); and
- [*The Inclusive Education Library*](#).

Mild/Moderate/Gifted and Talented (ECS to Grade 12)

Revised Intellectual Disability (Mild)

(ECS: Code 30; Grades 1 – 12: Code 51)

An ECS child/student identified as having a mild intellectual (cognitive) disability:

- has been diagnosed by a qualified professional as demonstrating:
 - deficits in intellectual functioning, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning and learning from experience; and
 - adaptive behaviour skills in the mild range as measured on an adaptive behaviour scale¹; and
- receives support/intervention for behaviours that interfere with learning, for example: demonstrated delays in intellectual functioning in most academic subjects, and social behaviours as compared to his or her same-age peers.

Revised Intellectual Disability (Moderate)

(ECS: Code 30; Grades 1 – 12: Code 52)

An ECS child/student identified as having a moderate intellectual (cognitive) disability:

- has been diagnosed by a qualified professional as demonstrating:
 - deficits in intellectual functioning, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience; and
 - adaptive behaviour skills in the moderate range as measured on an adaptive behaviour scale²; and
- receives support/intervention for behaviours that interfere with learning and requires programming that reflects significant modifications to basic curriculum and instruction in literacy, numeracy and living/vocational skills.

¹ American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.

² American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.

Emotional/Behavioural Disability

(ECS: Code 30; Grades 1 – 12: Code 53)

An ECS child/student identified with a mild to moderate emotional/behavioural disability exhibits chronic and pervasive behaviours that interfere with the learning and safety of the ECS child/student, other ECS children/students and staff.

Typically, behaviour disabilities are characterized by a number of observable behaviours that could include:

- an inability to establish or maintain satisfactory relationships with peers or adults;
- a general mood of unhappiness, moodiness, irritability, withdrawal, temper outbursts, fearfulness, avoidance;
- inappropriate behaviour or feelings under ordinary conditions;
- continued difficulty in coping with the learning situation in spite of remedial intervention;
- physical symptoms or fears associated with personal or school problems;
- difficulties in accepting the realities of personal responsibility and accountability; and
- physical violence toward other persons and/or physical destructiveness toward the environment.

In addition to a diagnosis by a qualified professional, school authorities are required to have documentation, completed by school staff, indicating the quality, nature, frequency and severity of the disability within an educational environment.

Learning Disability

(Grades 1 – 12: Code 54)

Learning disabilities refer to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information³.

The DSM-5 uses the term “specific learning disorder” to identify various types of learning disabilities. The determination of a learning disability/specific learning disorder must be based on an assessment and diagnosis by a professional.

Learning disabilities range in severity (mild, moderate or severe) and may result in difficulties in one or more of the following areas:

- oral language (e.g., listening, speaking, understanding);

³ Learning Disabilities Association of Canada, Official Definition of Learning Disabilities. Retrieved in 2017 from <http://www.ldac-acta.ca/learn-more/ld-defined/official-definition-of-learning-disabilities>.

- reading (e.g., decoding, phonetic knowledge, word recognition, comprehension);
- written language (e.g., spelling and written expression); and
- mathematics (e.g., computation, problem solving)⁴.

To help individuals with learning disabilities be successful, it is necessary to ensure early identification and provide interventions, as appropriate, involving home, school, community and workplace settings. The interventions need to be appropriate for each individual's type of learning disability and, at a minimum, include the provision of:

- specific skill instruction;
- accommodations;
- compensatory strategies; and
- self-advocacy skills.

Hearing Disability

(ECS: Code 30; Grades 1 – 12: Code 55)

An ECS child/student identified with a mild to moderate hearing disability is one who:

- has a hearing condition that affects speech and language development, and interferes with the ability to learn; and
- according to one of the more commonly used classification systems, has a mild hearing loss of 26 to 40 decibels (dB), or a moderate hearing loss of 41 to 70 dB unaided in the better ear over the normal speech range of 500 to 4000 Hertz (Hz)⁵.

Visual Disability

(ECS: Code 30; Grades 1–12: Code 56)

An ECS child/student identified with a mild to moderate visual disability is one who:

- has vision so limited that it interferes with the ability to learn, and requires modification of the learning environment; and
- is designated as having limited vision with a visual acuity of less than 20/70 (6/21 metric) in the better eye after correction, and/or a reduced field of vision.

⁴ Learning Disabilities Association of Canada, Official Definition of Learning Disabilities. Retrieved in 2017 from <http://www.ldac-acta.ca/learn-more/ld-defined/official-definition-of-learning-disabilities>.

⁵ Canadian Academy of Audiology. Retrieved in 2017 from: <https://canadianaudiology.ca/for-the-public/hearing-loss-in-adults-and-children/>.

Communication Disorder/Delay

(ECS: Code 30)

An ECS child identified with a mild to moderate communication disorder/delay is one who:

- has a diagnosed mild to moderate disorder or identified mild to moderate delay in expressive and/or receptive language; or
- has a diagnosed disorder/delay in articulation, phonology, voice, fluency and/or social (pragmatic) communication; or

Clarification • is at risk for learning difficulties as demonstrated by education-based assessments* that may include tests of phonological awareness.

* requires formal training in testing level B or C

Communication Disability/Disorder

(Grades 1 – 12: Code 57)

A student identified with a communication disability/disorder communicates ineffectively with peers and adults because of a diagnosed mild to moderate disability in expressive and/or receptive language. This could include difficulty in one or more of the following areas:

- speech sound: articulation, phonology, voice and/or resonance quality; or
- fluency – stuttering; or
- pragmatics – social use of verbal and nonverbal communication.

Physical or Medical Disability

(ECS: Code 30; Grades 1 – 12: Code 58)

An ECS child/student identified with a mild to moderate physical or medical disability is one whose physical, neurological or medical condition interferes significantly with the ability to learn and requires adjustments to the learning environment.

Multiple Disability

(ECS: Code 30; Grades 1 – 12: Code 59)

An ECS child/student identified with a multiple disability has two or more non-associated mild to moderate disabilities that have a significant impact upon his or her ability to learn. Some disabilities are closely associated, so would not be designated under this category.

For example, ECS children/students with hearing disabilities frequently have communication disabilities, and ECS children/students with cognitive disabilities almost always have communication disorders.

Gifted and Talented

(ECS to Grade 12: Code 80)

Giftedness is exceptional potential and/or performance across a wide range of abilities in one or more of the following areas:

- general intellect;
- specific academia;
- creative thinking;
- social;
- music;
- art; and
- kinesthesia.

Each school authority establishes its own assessment process for identifying giftedness and ensuring appropriate educational programming for students who are identified.

Severe (ECS to Grade 12)

Revised Intellectual Disability (Severe)

(Code 41)

An ECS child/student identified as having a severe to profound intellectual cognitive disability:

- has been diagnosed by a qualified professional as demonstrating:
 - severe delays in all or most areas of daily living, including significant deficits in intellectual functioning, such as reasoning, problem solving, planning, abstract thinking, judgment, academic learning and learning from experience; and
 - adaptive behaviour skills in the severe or profound range as measured on an adaptive behaviour scale⁶; and
- requires ongoing support and intervention for learning and is dependent on others for all aspects of daily living.

⁶ American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Arlington, VA, American Psychiatric Association, 2013.

Severe Emotional/Behavioural Disability

(Code 42)

An ECS child/student with a severe emotional/behavioural disorder is one who(se):

- has been diagnosed by a qualified professional;
- displays chronic, extreme and pervasive behaviours and requires close and constant adult supervision, high levels of structure, and other intensive support services in order to function in an educational setting; and
- behaviours significantly interfere with both the learning and safety of the ECS child/student and other ECS children/students. For example, the ECS child/student could be dangerously aggressive and destructive (to self and/or others), violent, extremely compulsive, withdrawn, delusional, or paranoid.

Diagnoses could include: conduct disorder, schizophrenia, bi-polar disorder, severe chronic depressive disorder, severe oppositional defiant disorder, severe obsessive/compulsive disorders, trauma and stress-related disorders.

NOTES:

1. Students with a primary diagnosis of attention-deficit/hyperactivity disorder (ADHD), or attention deficit disorder (ADD) are not included in this category.
2. ECS children/students diagnosed with fetal alcohol spectrum disorder (FASD) or selective mutism should be reported under Code 44 rather than Code 42.
3. ECS children may have either a diagnosis or a statement from a qualified professional.

If the qualified professional chooses to make a statement, rather than a diagnosis, it must indicate the severity of the severe emotional or behavioral difficulties, the frequency and duration of the disturbances and the necessary structure or intervention required for the child to be successful.

In addition to a diagnosis by a qualified professional, school authorities are required to have extensive documentation, completed by school staff, indicating the quality, nature, frequency, severity and impact of the disability/disorder within the educational environment.

An ongoing treatment/behaviour plan must be developed by the school, in consultation with a qualified professional, and efforts should be made to ensure that the ECS child/student has access to appropriate mental health and therapeutic services.

Severe Multiple Disability

(Code 43)

An ECS child/student with severe multiple disabilities is one who:

- has two or more non-associated moderate to severe cognitive and/or physical disabilities that, in combination, result in the student functioning at a severe to profound level; and
- requires significant special programming, resources and/or services in an educational environment.

The following mild or moderate disabilities cannot be used in combination with other disabilities for Code 43:

- ADHD or ADD (ECS to Grade 12);
- emotional/behavioural disabilities (ECS to Grade 12);
- learning disability (Grades 1 to 12 only); and
- speech and language-related disabilities (ECS to Grade 12).

ECS children/students diagnosed with a severe disability and another associated disability should be identified under the category of the primary diagnosis. ECS children/students diagnosed with Down syndrome and requiring extensive support in an educational environment should be reported under Severe Multiple Disability (Code 43).

For additional information and characteristics of children/students who may meet criteria for a severe multiple disability, please reference the [Handbook for the Identification and Review of Students with Severe Disabilities](#), pages 19 to 22.

Severe Physical or Medical Disability

(Code 44)

An ECS child/student with a severe physical, medical or neurological disability is one who:

- has a medical diagnosis by a qualified professional of a physical disability, specific neurological disorder or medical condition that severely impacts the ECS child's/student's ability to function and learn in an educational environment (note: some physical or medical disabilities have little or no impact upon the ECS child's/student's ability to function in the learning environment);
- requires extensive adult assistance and modifications to the educational environment to support their learning; and
- may have a diagnosis such as: autism spectrum disorder, FASD/alcohol-related neurodevelopmental disorder (ARND), Tourette syndrome, cerebral palsy, brain injury,

cancer, selective mutism, social (pragmatic) communication disorder, that severely impacts the ECS child's/student's ability to function and learn in an educational environment.

For additional information, please see the [Handbook for the Identification and Review of Students with Severe Disabilities](#), pages 23 to 27.

Deafness

(Code 45)

An ECS child/student with a severe to profound hearing loss is one who:

- has a hearing loss of 71 dB or more unaided in the better ear over the normal speech range (500 to 4000 Hz) that interferes with the use of oral language as the primary form of communication, or has a cochlear implant preceded by a 71 dB hearing loss unaided in the better ear;⁷
- requires extensive modifications and specialized educational supports; and
- has a diagnosis by a clinical or educational audiologist.

New requests for approvals for Program Unit Funding or Severe Disabilities Funding require an audiogram within the past three years.

Blindness

(Code 46)

An ECS child/student with severe vision impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations, and information must be presented through other means; and
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or a field of vision reduced to an angle of 20 degrees.

In cases where the disability (e.g., cortical blindness; developmentally delayed) of the ECS child/student precludes a standardized visual assessment, a functional vision assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support this code assignment.

⁷ Canadian Academy of Audiology. Retrieved in 2017 from: <https://canadianaudiology.ca/for-the-public/hearing-loss-in-adults-and-children/>.

Severe Delay Involving Language

(for ECS children only: Code 47)

An ECS child with a severe delay/disorder involving language is one who:

- has been assessed and diagnosed with a severe delay in expressive, receptive or total language; OR
- has been assessed and diagnosed with a severe speech sound delay/disorder (phonological, articulation, fluency) AND a moderate expressive, receptive or total language delay AND the child's ability to communicate, socialize and participate in the learning environment is severely impacted; OR
- has been assessed and diagnosed with a moderate delay in expressive, receptive or total language AND has been assessed and diagnosed with a moderate delay in one or more of the following areas of development by a qualified professional: fine motor, gross motor, vision or hearing AND the child's ability to participate in the learning environment is severely impacted.

A severe delay/disorder involving language is assessed and diagnosed by a speech-language pathologist. The speech language pathologist uses a variety of formal and informal assessment instruments such as standardized tests, checklists, observational measures and parental interviews resulting in an interpretive report of the assessment results.

If the severe delay involving language is the result of a primary disability, assign the code for the primary disability (e.g., for a child who is diagnosed with autism spectrum disorder, the PASI registration information should include code 44).

For ECS children who are learning English as a new language, their PASI registration information should not include code 47.

School authorities are encouraged to consult: the [Speech-Language Pathology Assessment for Preschool English Language Learners Clinical Guide](#), prepared by Alberta Health Services to provide evidence-informed assessment, diagnosis and reporting for preschool children who are learning English as a second or subsequent language; and [Assessment of Children Who are English Language Learners](#), prepared by the Alberta College of Speech-Language Pathologists and Audiologists with the intent of providing speech-language pathologists in Alberta with principles that support appropriate assessments and diagnosis of children who are English language learners.